

# Entrepreneurship education and DECA: a great fit



From the  
Executive Director

**DECA serves as a hub to develop and deliver entrepreneurship resources and direct you to even more.**

Entrepreneurship is a cornerstone of DECA's efforts to prepare students for higher education and careers. A look at the numerous resources, programs and partnerships described in this issue will underscore our association's position as the major force in high school entrepreneurship education. We are also committed to extending our leadership in entrepreneurship education into the postsecondary arena, as our fruitful relationship with the Kauffman Foundation develops into a new "pipeline" project.

This expanded issue of the *DECA Advisor* is dedicated to our initiatives in entrepreneurship education and to leading you to the truly impressive resources many of our partners have developed for you. Along the way you will discover scholarships and competitions to motivate and reward both you and your student members.

## Competitive Events and entrepreneurship

The Competitive Events Program has more to do with entrepreneurship than quickly meets the eye. A teacher will find elements of entrepreneurship in most of the events. (See page E2 for more on this.)

## Our entrepreneurship partners

On the following pages you will read about the many groups that work with DECA to advance entrepreneurship education. Our combined reach is wide:

- curriculum
- scholarships
- teaching materials
- Web sites

## An Advisor Special



- event support
- a program to funnel high school entrepreneurs to postsecondary programs
- rewards and classroom help for team entrepreneurship projects for minorities
- training and networking opportunities for teachers of entrepreneurship

**DECA and its partners are hard at work opening up the world of entrepreneurship education for you and your students.** (See page E3 for a partial list of our partners and move on to specific articles explaining these opportunities more completely.)

## DECA IMAGES resources in entrepreneurship

The IMAGES catalog offers a selection of quality teaching resources for entrepreneurship. Don't overlook it. (See suggestions at page E5.)

## School-based enterprises and entrepreneurship

DECA's resources in school-based enterprises have a "direct-line" relationship to teaching entrepreneurship. (See your Roadmap Planning Calendar at October 25 for an account of these resources.) By setting up an SBE certification program, developing a Web site for SBEs ([www.schoolbasedenterprises.org](http://www.schoolbasedenterprises.org)), providing a best practices booklet and contributing substantially to the South-Western/Thomson text *School Store Operations*, DECA encourages in-school businesses. Real businesses as laboratory facilities are one of the foundational aspects of marketing education. As SBEs have evolved past the traditional school store model, they have become even more entrepreneurial.

We are happy to introduce you to the possibilities of entrepreneurship education. Be assured we will be travelling this road with you for many years to come.

Edward L. Davis, Ed.D.  
Executive Director, DECA Inc.

# The Entrepreneurship Components of DECA's Competitive Events

**DECA's competitive events have impressive teaching utility for entrepreneurship.** A look at the list of competitive events reveals a wealth of opportunities for participants to deal with entrepreneurship as a topic in competition. Some events are specifically named as entrepreneurship events. These events allow participants to prepare and present plans and proposals for creating businesses (or expanding an existing business or securing a franchise business). The specific business plan events are also entrepreneurship oriented. (The entrepreneurship participating events are evaluated more on the presentation than the manual, and the manual is smaller. However, they both contain similar entrepreneurial elements.) The new Entrepreneurship Promotion Project offers a useful task for those just encountering entrepreneurship. By informing others about the unique place of entrepreneurship in our economy, students are required to learn about the concept themselves.

## Career Clusters and the Competitive Events

Entrepreneurial concepts and applications are embedded in each of the four Career Clusters DECA addresses, and entrepreneurship also stands independently as a separate offering. These relationships allow DECA to address the entrepreneurial possibilities for students regardless of their career interest or educational plans.

The Competitive Events Program offers an excellent example of the strength of DECA's entrepreneurship activities. **DECA recognizes two pathways within entrepreneurship:**

- business development
- business ownership and management

Because of this, DECA members have the options of exploring entrepreneurship within a career cluster or independently as a separate option. The chart at the right illustrates where the entrepreneurship pathways intersect with the competitive events.



### Online Activities

1. 7 UP Challenge (Web campaign or banner ad)
2. Virtual Business Challenge
3. The Stock Market Game

### Business Management and Entrepreneurship Events

1. E-commerce Business Plan
2. Entrepreneurship Written
3. International Business Plan
4. Entrepreneurship Participating—Independent
5. Entrepreneurship Participating—Franchising

### Management Team Decision Making Events

1. E-commerce
2. Financial Analysis
3. Hospitality Services
4. Sports and Entertainment
5. Travel and Tourism

### Marketing Research Events

1. Business and Financial Services
2. Food Marketing
3. General Marketing
4. Hospitality and Recreation Marketing
5. Retail Marketing

### Individual Series Events

1. Apparel and Accessories Marketing, Associate Level
2. Apparel and Accessories Marketing, Management Level
3. Business Services Marketing
4. Food Marketing, Associate Level
5. Food Marketing, Management Level
6. Full Service Restaurant Management
7. Marketing Management
8. Quick Serve Restaurant Management
9. Retail Merchandising, Associate Level
10. Retail Merchandising, Management Level
11. Vehicles and Petroleum Marketing

### Marketing Representative Events

1. Advertising Campaign
2. Fashion Merchandising Promotion Plan
3. Technical Sales

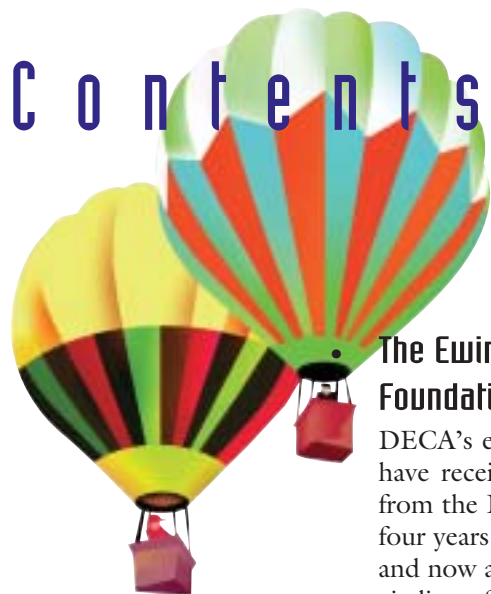
### Chapter Team Events

1. Civic Consciousness Project
2. Creative Marketing Project
3. Entrepreneurship Promotion Project
4. Learn and Earn Project
5. Public Relations Project

Business  
Ownership and  
Management

Business  
Development

# C o n t e n t s



# Entrepreneurship

## Entrepreneurship Education Resources

### Groups and Web sites featured in this issue

### Why teach entrepreneurship?

"Entrepreneurship [education] is a great argument against ability tracking, which often means socioeconomic tracking. In entrepreneurship . . . you see honor students, learning-disabled students, and some whose first language isn't English. These kids all learn to work together. ... It's very empowering. I've seen it keep kids in school."

Janet Smalley  
Walhalla High School,  
North Carolina  
As quoted in  
*Entrepreneurship  
Education:  
Learning by Doing*,  
Appalachian Regional  
Commission

### • The Ewing Marion Kauffman Foundation

DECA's entrepreneurship education efforts have received major guidance and funding from the Kauffman Foundation for the past four years. Scholarships, event sponsorships, and now a new pipeline project attest to the vitality of this partnership. (See more on page E5.) The Foundation's Web sites are: [www.entreworld.org](http://www.entreworld.org) and [www.kauffman.org](http://www.kauffman.org).

### • The Consortium for Entrepreneurship Education

Centered at Ohio State University, the Consortium has a distinguished track record of promoting entrepreneurship education and helping teachers integrate entrepreneurship concepts into their curriculum. They have now developed a set of National Curriculum Standards for Entrepreneurship Education. (See more about the Consortium on page E6.) Their Website is [www.entre-ed.org](http://www.entre-ed.org).

### • [www.GWUdeca.org](http://www.GWUdeca.org)

A group of educators at George Washington University, in partnership with the Coleman Foundation, has created a user-friendly Web site for DECA advisors. The site contains entrepreneurship curriculum modules. (See more at page E7.)

### • MarkED

MarkED has developed a Web site called [www.entrepreneurship-Ed.org](http://www.entrepreneurship-Ed.org) that shows you what they are doing and offers LAPs (Learning Activity Packages) for an entrepreneurship curriculum. Their Conclave in June will include a special entrepreneurship emphasis. The offering is called "Venture-Ready: Preparing to Own Your Own." It is billed as a curriculum guide for the first year of a two-year entrepreneurship series. This packet contains several brochures from MarkED. (More about MarkED on p. E7.)

### • The International Franchise Association Educational Foundation

The IFA Foundation has taken a lead role in helping DECA chapters learn about entrepreneurship through franchising. Their competitive event sponsorship (with 7-Eleven) and now a pilot program funded by Pepsico offer both materials and opportunities to DECA chapters. See what their efforts have in store for you on page E4.

### • The Appalachian Regional Commission

In an attempt to solve some of the Appalachian Region's economic woes, the Council has put together an inspirational publication called *Learning by Doing*. The book describes entrepreneurship education in some challenging locations. You will find descriptions of actual classrooms and the businesses schools have created. The project's goal is to promote entrepreneurship to students who lack other opportunities. More organizations and resources are also cited in the book. (The Kauffman Foundation contributed to this project.)

The ARC has mailed copies to DECA chapters in all of the 13 Appalachian states. We encourage you to download a copy of the book from the ARC's Web site: [www.arc.gov/entrepreneurship](http://www.arc.gov/entrepreneurship). Many thanks go to Ray Daffner, the Commission's manager for the entrepreneurship initiative.

### • Small Business Administration

The SBA has an appealing site for students to explore. It will lead them to other resources as well. The site's URL is [www.sba.gov/teens](http://www.sba.gov/teens). (See page 6.)

### • DECA Resources

- **Scholarships** for enriching teaching of entrepreneurship
- **3 Competitive Events** dedicated specifically to entrepreneurship
- **IMAGES publications on all aspects of entrepreneurship** at great prices. **DON'T OVERLOOK THEM.** (See p. E5.)

# DECA's Partners in Entrepreneurship

## Education help us set the pace

### The IFA Educational Foundation promotes franchising as an option for entrepreneurs

The International Franchise Association Educational Foundation vigorously pursues avenues for teaching young people how to explore franchising as a path to entrepreneurship. You and your members benefit from their efforts in a number of ways. The chief vehicle for IFA support is their joint sponsorship (with 7-Eleven) of the Franchising option of the Entrepreneurship Participating Competitive Event. Two more outstanding efforts also underline their commitment to DECA's entrepreneurship initiatives.

#### **An Introduction to Franchising classroom manual available to all DECA advisors**

IFA and Pepsico have produced a manual for teaching franchising that is geared to your high school members, but is also complete enough to be a starting point for anyone interested in starting a franchised business. The booklet describes the types of franchises available. It moves on to the process of searching for a franchise, then discusses the documents franchisors must know about: the franchise agreement, the disclosure document and financial statements. The manual then provides excellent aids for evaluating a franchise and even examining the qualities a successful franchisor should possess, along with the keys to franchise success. The last chapter gives practical information on writing a business plan.

**A copy of this manual will come to each of you in a future chapter packet.** In the meantime, a teacher's version of the resource can be accessed at:

[www.franchise.org/edufound/intro2franchising.pdf](http://www.franchise.org/edufound/intro2franchising.pdf).

#### **IFA's pilot program opens doors to entrepreneurship in minority and urban classrooms**

Through a partnership with Pepsico, the IFA Educational Foundation has launched a program, with DECA's help, to introduce minority youth to the role franchising plays in the economy and the opportunities franchising offers. Currently about a dozen DECA chapters are participating in the program, but John Reynolds, president of the foundation, says the foundation wants more chapters to become involved.

The program has three parts:

1. A **classroom instruction** component: Advisors can use the manual described above. It has a teacher guide and exercises to complete at the end of each chapter.
2. A **mentoring program**: IFA will identify local franchisors or franchisees to help arrange field trips and career days. IFA can also provide ideas and examples of team projects.
3. **Team projects**: Student teams study franchise businesses in their local area and then prepare business plans and papers that are submitted for cash prizes and awards at the end of the semester. The prizes (\$1,500, \$1,000 and \$500) are awarded to the chapters and students with the best team projects.

IFA has been impressed with the efforts of its participating chapters. Reynolds mentions the projects done at the School of Business at Townview in Dallas. Under Kay Frazier's initial guidance and now carried on by Cynthia Nickleberry, Townview's projects have excelled. They included presenting a cross-over concept to Pepsico for a combination recreation center and restaurant. Pepsi's response: "This is a really good idea!" Reynolds points to some of the chapter work as "college level." Find out more at:

[www.franchise.org/edufound/intro2franchising.pdf](http://www.franchise.org/edufound/intro2franchising.pdf).

#### **Scholarships for minority students**

Through separate grants from the Pepsi foundation and Marriott International, minority students are eligible for several scholarships, renewable with a qualifying GPA. For more information see [www.franchise.org/edufound/schoef.asp](http://www.franchise.org/edufound/schoef.asp).



# The Kauffman Foundation expands its support of entrepreneurship initiatives through DECA

An ambitious new project teams Kauffman with DECA to connect 3 million high schoolers with postsecondary entrepreneurship education information

Almost any program directed at improving and expanding entrepreneurship will find a willing partner in the Ewing Marion Kauffman Foundation. DECA is particularly grateful to the Foundation for its continuing support at many levels of our activities.

Currently the foundation sponsors two of our entrepreneurship competitive events: the Entrepreneurship Written Event and the Creating an Independent Business option of the Entrepreneurship Participating Event. Kauffman also provides 10 teacher scholarships to chapter advisors each year, furnishing them with \$1,000 to enrich their understanding and teaching of entrepreneurship. The foundation's support package for DECA includes the wonderful set of entrepreneurship promotional posters you receive periodically to hang on your walls as motivators.

## The Pipeline Project

True to the Foundation's mission, they continue to seek new ways to advance entrepreneurship education. They are now partnering with DECA to involve others in an ambitious program to link high school students with postsecondary options in entrepreneurship.

The pipeline project will include two components:

1. Developing an independent Web site to provide students, parents and school personnel with an easy-to-use search engine to identify and link to postsecondary institutions that offer entrepreneurship education.
2. After the Web site is built, we will implement a promotional program to inform students and school personnel about the site and the postsecondary opportunities it presents.

The promotional campaign will extend beyond DECA's primary network of 5,000 high schools



to approximately 10,000 schools that do not operate DECA chapters. These are schools with enrollments of more than 500. Together the 15,000 schools targeted represent 51 percent of all U.S. public high schools and 86 percent of students in public school grades 9–12. The project will reach about 13 million students.

The promotional campaign will focus on two audiences—high school personnel such as guidance counselors, administrators, tech prep coordinators, and student organization advisors and also high school students themselves.

To implement the promotional program, DECA will collaborate with a number of organizations including the National Association of Secondary School Principals, the American School Counselors Association and seven other Career and Technical Student Organizations (CTSOs). Information will be distributed as widely as possible, reaching professional organizations such as the Association of Career and Technical Educators, the Entrepreneurship Forum, *Careers Magazine*, USA TODAY's education program and others.

## And beyond . . .

The project will further other efforts on which DECA and the Kauffman Foundation are cooperating:

1. Promoting DECA membership among high school students interested in entrepreneurship.
2. Creating links between local DECA chapters and postsecondary institutions offering entrepreneurship to establish advance placement credit or dual enrollment or other forms of collaboration between high schools and postsecondary institutions.
3. Developing Delta Epsilon Chi chapters on campuses offering entrepreneurship education.

## Searching for entrepreneurship materials?

### Shop at IMAGES

DECA IMAGES is committed to gathering quality classroom curriculum aids at favorable prices. The field of entrepreneurship is no exception!

Start by considering the *How to Set Up Your Own Small Business* series of materials. The series includes:

- a comprehensive textbook
- a study guide
- case studies in retail, services, manufacturing and e-commerce
- a fill-in-the-blanks business plan workbook. This business plan workbook is a useful tool for anyone participating in DECA's written event business projects.

See these resources in the box on page 7 of your *DECA Guide*, along with a business start-up book called *Finding Money for Your Small Business*.

You will find a compatible publication in the *Business Plan Example* on page 13 of your *Guide*.

Fill your list out with some foundations like *Basic Business Math* and the entrepreneurship event and other related event winners, and you have an impressive shelf of entrepreneurship resources!

# Meet Cathy Ashmore and the Consortium for Entrepreneurship Education

The Consortium for Entrepreneurship Education is proud to release the new National Content Standards for Entrepreneurship Education.



*Members of the National Entrepreneurs Advisory Council at the introduction of the new Entrepreneurship Education Content Standards in June 2004. Dr. Ashmore is second from the right.*

Dr. Cathy Ashmore, a former marketing education teacher, has served as executive director of the Consortium for Entrepreneurship Education since it was created at Ohio State University in 1982. The nonprofit corporation is the major membership group for organizations providing entrepreneurship education for K-12, colleges, state departments, training organizations and all types of national leaders interested in advocating for entrepreneurship education.

Ashmore has organized an annual **FORUM for teacher professional development** for 22 years. This year 100 teachers received scholarships to attend the conference in San Antonio thanks to the generosity of the Kauffman and Coleman Foundations and others. Check the Consortium's Web site: [www.entre-ed.org](http://www.entre-ed.org).

For many years, Dr. Cathy Ashmore has worked to help educators recognize that teaching about entrepreneurship can unleash paths to business success for virtually all students. Here is a sampler of her insight. (The remarks are excerpted from the *entre-ed.org* Web site.)

## On building an entrepreneurial culture

"With businesses and government downsizing, the wise person asks where the jobs of the future are going to be. One answer often overlooked by educators is the option to create your own business, to be responsible for your own income.

"Entrepreneurship education is made up of all kinds of experiences that give students a vision of how to access opportunities of many different types. The key word here is 'experience.' Research shows that two-thirds of American entrepreneurs come from homes where someone has owned a business. But where do the rest of our students learn it is possible to create a business of your own?"

"Rarely have business courses assumed the students will be the creator and owner of a business. Business management courses are good background for those who do see themselves as a future business owner. They teach the competencies that are essential in analyzing the viability of a business idea.

"But at the same time, all types of educational courses can contribute to the experience of the student who might eventually become an entrepreneur. Education at all levels can include experiences that help students see opportunities and possibilities. It can become a part of the educational culture in the same way it is part of the culture of entrepreneurial families in America."

## Opportunity versus risk

"Entrepreneurs generally tell us that they did not really take a big risk when they started their business. In fact, it would have been more of a risk in terms of 'lost opportunity' if they had not launched the enterprise.

"Educators (with little or no entrepreneurial experience) often quote the SBA [Small Business Administration] data about how many small businesses fail in the first five years. 'Failure' becomes their reason for not supporting entre-

preneurship education in our schools. Yet according to the SBA, of every seven businesses that shut their doors, only one of seven actually fails . . . that is, leaves unpaid obligations. An owner might sell a business, retire, get a better idea, move to another state or country, go to work for someone else, die or become disabled, etc.

"Most of us have heard that Henry Ford 'failed' several times before he started the Ford Motor Company. Perhaps business failure is a way of learning what might have been learned through experiences in entrepreneurship in the earlier years in school. It is time we realistically weigh the risk of failure versus the loss of opportunity for success as we advise young people about their lives."

## National Curriculum Standards define the field

"For several decades we have defined entrepreneurship education as a life-long learning process that builds expertise at all levels of education in progressively more difficult learning experiences. The Consortium is proud to release the new National Content Standards for Entrepreneurship Education this year. **We started by asking entrepreneurs what they do, and what they need to know to do it.** After a series of entrepreneur focus groups across the country, we sought input from a wide variety of educators.

"The resulting 15 standards are organized in three major areas: Entrepreneurial Skills, Ready Skills and Business Functions. Supporting the Standards are 403 performance indicators that help teachers organize the objectives, learning activities and assessments appropriate to the students they teach. No one course can expect to teach all 403 performance indicators, and all of them can be addressed in progressively more advanced objectives throughout education . . . thus developing "expertise" for our future entrepreneurs as well as employees of entrepreneurial businesses." [The Standards are at [www.entre-ed.org](http://www.entre-ed.org).]



# MarkED generates entrepreneurship curriculum standards and updates the national standards



James Gleason, President  
MarkED/Career Paths

The curriculum standards that drive instruction and DECA's competitive events and the standards developed for entrepreneurship (see E6) are the work of MarkED. Here is an update from Jim Gleason, president of MarkED.

## The entrepreneurship standards

Based on its continuing research program, MarkED/Career Paths developed standards that provide an overall framework for entrepreneurship curricula and instructional materials. The framework recognizes the entrepreneurial process: discovery, concept development, resourcing, actualization and harvesting. In line with input from practicing entrepreneurs, the broad standards then narrow to specific concepts and skills critical to business ownership and management. [The Standards are at [www.entre-ed.org](http://www.entre-ed.org). See the article on the facing page.]

## Marketing education curriculum standards will meet new demands and opportunities in the field

MarkED is partnering with DECA and some 20 individual states to revise and update the current national standards that are the basis for DECA's competitive events. As with all MarkED/DECA competencies, the new study is based heavily on input from the business community throughout the nation. Twenty focus groups have been scheduled with representation across four career clusters: Marketing, Sales and Service; Business, Management and Administration; Finance; Hospitality and Tourism.

From these broad areas, MarkED will extract the more specialized competency lists for areas like e-business, sports/event marketing, entrepreneurship, and other course and program models. The 2005 national standards are likely to drive local and state program development, affecting curriculum design, course offerings, scope of learning and expected student performance throughout the balance of the decade and into the next.

## Implications/considerations

We expect the standards to encourage and guide significantly greater collaboration, integration and articulation among marketing, business and academic faculty. Specifically, the project will:

- influence all career-tech programs—particularly in such areas as leadership, management and entrepreneurship
- document academic standards integrated within the marketing/business curricula
- document information technology (i.e., digital skills) relevant to the clusters of study
- extend the standards to address personal financial skills and financial planning
- increase the participation of community/technical college faculty
- strengthen competitive events and other DECA/ΔEX initiatives
- influence student assessment and certification initiatives as provided by the A\*S\*K Business Institute. (See the May 2003 *Advisor* for more on the Institute.)

For regular updates on the 2005 national standards, e-mail [service@Mark-ED.org](mailto:service@Mark-ED.org) (subject: 2005 Standards). Be sure to include your name and contact information. More will be available soon at [www.Mark-ED.org](http://www.Mark-ED.org).

## Get to know

# [www.GWUdeca.org](http://www.GWUdeca.org)

Keep an eye on this resource! A group of educators at George Washington University has developed a wonderful entrepreneurship site for you. The modules on the site are designated as a DECA curriculum for entrepreneurship.

This site is extremely easy to maneuver, and the content consists of complete units. The four levels (each with three modules) are

### 1. Fantasy to Reality

- Who and What Are Entrepreneurs?
- Is Your Idea Really a Business?
- Tapping Your Entrepreneurship Creativity

### 2. Getting Started

- Know Your Market
- Writing a Winning Feasibility Plan
- Using the Internet to Launch Your Business Venture

### 3. Nuts and Bolts

- Elements of a Successful Business Plan
- Sources of Funding
- Financial Issues for Your Entrepreneurial Venture

### 4. Let's Roll

- Building Your Entrepreneurial Team
- Effective Marketing Strategies for a Successful Entrepreneurial Venture
- Using the Internet to Grow Your Venture

Each lesson starts with **learning nuggets** followed by **assignments**, then **activities**, then **resources**. You will have to look at the modules themselves to fully appreciate the vitality, variety and content of the lessons.

The vision for this site was that of Dr. Erik Winslow, former chair of the Management Science Department at GWU. Content of the site was generated by Dr. George Solomon. The site's organization and some of its youthful appeal is the work of Ayman Eltarabishy.

The site, although fully functional now, will continue to evolve. One of the goals contemplated for the future is to make it an interactive teaching site. Thank you, gentlemen!

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